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Coaching Style and Self Confidence in Elite Athletes

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Abstract

This study aims to determine the effect of the coach's leadership style on the athlete's confidence. The research method in this research is *ex post facto*. The sample in this study was 146 athletes who are members of the East Java Regional Training Center. Test analysis using Analysis of Variance (ANOVA). Based on these calculations and criteria, the results (Sig.) $0.000 < 0.05$, meaning that there is an influence of the coach's leadership style on the athlete's confidence. Judging from the mean value of the authoritarian coach leadership style is 12.23, the authoritative parenting style is 18.24, it means that the authoritative coach leadership style has the highest influence on the athlete's self-confidence, and is better than the authoritarian leadership style.

Keywords: *Coaching Style; Authoritarian; Authoritative; Self-Confidence*

Introduction

Sport is a symbol that is thick with values which are considered as cultural values. Sports that are done properly will provide good values for humans. Sports, especially achievement sports, are carried out through a planned, tiered, and sustainable coaching and development process with the support of sports science and technology. Achievement sports are carried out by everyone who has talent, ability, and potential to achieve achievements. Based on individual achievements and successes at the competition level, they are divided into two groups, namely elite and non-elite athletes.

There are significant differences between elite and non-elite athletes, and many factors influence these differences. Based on research conducted (Toering, Elferink-Gemser, Jordet, and Visscher, 2009) which examines the relationship between self-regulation and the performance of elite and non-elite athletes, the components of self-regulation include, planning, self-monitoring, evaluation, reflection, effort, and self-efficacy. The results of the study indicate that elite players may be more aware of their strengths and weaknesses and are better able to manage self-awareness in their action. So that in the end it will increase the performance capacity of elite players rather than non-elite. Meanwhile research (Steca, Baretta, Greco, Addario, and Monzani, 2018) in looking for differences in Big Five personality traits between various sports, shows that successful athletes show

greater scores in the Big Five personality dimensions than non athletes. More successful athletes exhibit higher levels of approval, awareness, and emotional stability than less successful athletes.

Based on the results of several studies above, it shows that there are differences in the dimensions of the psychological components of elite and non-elite athletes, which have an impact on the performance of the two groups of athletes. Elite Athletes are stated to have better performance than non-Elite athletes. Psychological characteristics are considered to be a differentiating factor between the two. One of the important psychological characteristics of athletes is self-confidence. Psychological characteristics are not things that can be obtained or owned instantly, but through a long process, there are two factors that influence it, namely internal and external factors. Internal factors are factors that come from within a child himself. These internal factors are usually genetic or inherited.

While the external factor is the environment, such as the family environment or social environment outside the family. Adopting the ecological systems framework as a basic guide, in the current study centered on individuals, interactions and contexts in the athlete's microsystem the influence of the family environment and the sports environment, because these two environments are so closely related in the athlete's life. The influence of coaches and families is very important, where in the environment are direct sources that influence athletes, such as teaching or emphasizing certain psychological lessons, indirectly, and involving modeling or inadvertently creating a certain psychological environment. Coaches help athletes during special years to focus on a systematic training process and help define their career development (Baker, Cobley, Schorer, 2012). Coach-athlete interactions affect athlete confidence and motivation (Conroy and Elliot, 2004; Woodcock, Holland, Duda, and Cumming, 2011). The role of the coach is reflected in the pattern of development applied to athletes, namely through the style of training. Marcone's research (2017) proves that the style of the coach has a positive influence on the motivation and performance of athletes. Research conducted (Horn, Bloom, Berglund, and Packard, 2011) on intercollegiate student athletes in America found that they have various types of preferred training styles that are closely correlated with athlete motivation. Thus, it is the characteristics and preferences of coaches and athletes that influence the athlete's personal satisfaction and ultimately affect the success of the team.

Method

This type of research is a quantitative research, the population in this study is 146 athletes who are members of the East Java regional training center and have participated in championships and won at national and international levels. The analysis technique in quantitative research uses statistical methods. The statistic used in this research is using Analysis of Variance (ANOVA) because there are two groups in one different independent variable, namely authoritarian and authoritative coach leadership style, and one dependent variable is self-confidence. Data calculations are calculated through the SPSS 23 program.

Results and Discussion

The following are the results of statistical calculations which will be described in the form of a table:

Table 1. Test of Homogeneity of Variances

Self Confidence			
Levene Statistic	df1	df2	Sig.
7.144	1	144	.208

Based on table 1 shows that the probability value (Sig.) $0.208 > 0.05$, which means the data has a homogeneous variance. Then test the hypothesis using the ANOVA test.

Table 2 ANOVA

Self Confidence					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1320.007	1	1320.007	25.015	.000
Within Groups	7598.603	144	52.768		
Total	8918.610	145			

Based on table 2, it is explained as follows: the test criteria are taken based on the probability value, if the probability value (Sig.) < 0.05 , then H_0 is rejected. Based on these calculations and criteria, the result (Sig.) $0.000 < 0.05$ then H_0 is rejected, meaning that there is an influence of the coaching style on the athlete's confidence.

Table 3. Ranking Table of the Effects of Coaching Style to Self Confidence

Self Confidence	N	Mean Rank
Authoritarian Coaching Style	73	12.2329
Authoritative Coaching Style	73	18.2466
Total	146	15.2397

Discussion

The results of this study support the idea that Baumrind's parenting typology can be applied to elite sports. The results showed a significant relationship between authoritative and authoritarian coaching styles and athletes' self-confidence. The results of this study indicate a significant positive relationship between the authoritative coaching style and the athletes' perceived level of autonomy and competence. Thus, a coaching style that enforces rules and regulations while also supporting the athlete's needs is a positive predictor of the athlete's perceived need for autonomy and relatedness. This significant association may exist for several reasons (Mariani, Picci, & Melchiori, 2021).

Coaching styles that affect self-confidence in athletes include support, positive focus, and providing autonomy (Brinton, 2015). Positive support, involvement and attendance at training and competitions, positive comments and encouragement, emphasis on fun, enabling athletes to make their own decisions, and handing over coaching to coaches are all components stated to have an influence on athlete's confidence.

The results of this study can be used in educating parents and youth about the influence of coaches on athletes. The findings from this study provide parents with choosing a coach based on the desired outcomes for both the parents and the athlete. In the world of sports, many people believe that coaches must be tough on athletes in order to teach them to play sports well (Kim, Park, Love, & Pang, 2021). This study shows, however, that this is not the case. The results showed that a coaching style that combines high demands with a high level of responsiveness (authoritative) is not only a predictor of the athlete's perceived level of autonomy, but also the level of perceived competence. Therefore, parents who

are selective about the coaches to whom they expose their athletes may support a cultural shift in sport from a conventional controlling style to a style that supports the athlete's needs, as coaches who use a controlling coaching style lose (or never attract) athletes what they are looking for.

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Limitations and Recommendations for Future Research

This study provides evidence that Baumrind's Parenting Typology can be successfully applied to adolescent sports. Furthermore, the results show a positive relationship between the authoritative coaching style and the athletes' autonomy and level of competence. It also shows a significant negative relationship between authoritarian coaching style and athlete autonomy. This study, however, is a pioneering study in the application of Baumrind's Parenting Typology to exercise, and has limitations. The lack of representation of recreational-level sports was one of the limitations of the study. The coaches change frequently every season and as such athletes may not have sufficient experience with coaches to provide the data reliability that research needs

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